

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.1 *Develop oral language and listening skills*

Alternate Performance Indicator (API): R.1.1 *Communicate wants and needs*

Sample Activities:

- When the teacher makes a simple vocalization (such as “Ah,” “Oh,” or “Babababa,”) the student will imitate the sound.
- In response to a verbal greeting, the student will make vocalizations.
- When the teacher holds up two different videos, the student will turn his or her head toward the preferred one.
- When the teacher holds up two different story books, the student will indicate by eye gaze which of the two stories the student would prefer to have read aloud by the teacher.
- When the student is taken to music class, the teacher will make the American Sign Language sign for "music," and the student will imitate the sign.
- Given a verbal request from the teacher, the student will use a picture board to choose a desired snack (M&Ms, popcorn, or peanut butter crackers) by pointing to the corresponding picture.
- Given a verbal request from the teacher, the student will use picture symbols to ask for a pencil.
- The student will verbally make lunch choices from a school menu read aloud by the teacher.

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Oral Language / Decoding

Alternate Learning Expectation (ALE): R.1 *Develop oral language and listening skills*

Alternate Performance Indicator (API): R.1.2 *Identify/label people, symbols, and objects*

Sample Activities:

- The student will turn his/her head toward the speaker when the speaker calls the student's name.
- When the teacher asks, "Where is [person's name]?" the student will look toward the person being named.
- The student will identify familiar adults (mother, father, teacher, etc.) by pointing to photographs on a picture board in response to the verbal cue, "Where is [person's name]?"
- When the teacher points to an object or person represented on the student's picture board, the student will point to the corresponding picture.
- Given three concrete objects (a block, a ball, and a pencil), the student will point to each object as the teacher names it.
- The [librarian] will read the class a book about farm animals. Then a peer will point to pictures of animals and objects (barn, fence, house, pond, etc.) and say the name of the animal or object. The student will repeat the names of the objects.
- Given five index cards with pictures of common classroom objects on them (chair, desk, trash can, pen, and crayons), the student will use duct tape to place the index card on or beside the object pictured.
- When the teacher names a common classroom object (chair, desk, trash can, pen, crayons, etc.), the student will go to the object and touch it.

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Oral Language / Decoding

Alternate Learning Expectation (ALE): R.1 *Develop oral language and listening skills*

Alternate Performance Indicator (API): R.1.3 *Understand an increasingly complex and varied vocabulary for objects, attributes, actions, and events*

Sample Activities:

- The teacher will show the student three pictures of simple, similar scenes (a scene with horses grazing in a field, a scene with horses being ridden in the pasture, and a scene with a mare and foal standing beside a pasture fence). The teacher will verbally describe one of the pictures, and the student will point to the picture being described.
- Given a toy car and a plastic floor map, the student will “drive” the car according to the teacher’s instructions. (Ex: Drive fast to the corner; Drive slowly past the ice cream shop; Stop the car beside the pond.)
- The student will complete a worksheet about synonyms. (Ex: Circle three words that mean ‘quiet.’)

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Oral Language / Decoding

Alternate Learning Expectation (ALE): R.1 *Develop oral language and listening skills*

Alternate Performance Indicator (API): R.1.4 *Identify functions of objects*

Sample Activities:

- When presented with several concrete objects (pencil, book, radio, basketball) and verbally asked questions about their functions (Example: Which one do we write with?), the student will point to the object that fulfills that function.
- When given 15 picture cards, the student will sort them into the following groups: things people ride in, things people eat, and things people wear.
- When shown 10 concrete objects (block, pencil, paper, hairbrush, toothbrush, pencil sharpener, stapler, scissors, record player, and fork), the student will pantomime or demonstrate the function of each object.
- When shown 10 concrete objects (block, pencil, paper, hairbrush, toothbrush, pencil sharpener, stapler, scissors, record player, and fork), the student will verbally describe the function of each object.
- When shown pictures of 10 concrete objects (block, pencil, paper, hairbrush, toothbrush, pencil sharpener, stapler, scissors, record player, and fork), the student will verbally describe the function of each object.

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Oral Language / Decoding

Alternate Learning Expectation (ALE): R.1 *Develop oral language and listening skills*

Alternate Performance Indicator (API): R.1.5 *Attend to speaker*

Sample Activities:

- The student will acknowledge familiar adults by making contact with the speaker when greeted in the cafeteria (prerequisite skill).
- When the student's name is called, he/she will visibly attempt to localize the speaker.
- When the student's name is called, the student will turn his/her head toward the speaker.
- When a peer talks to the student, the student will show active interest (by eye gaze and facial expression) for one minute.
- The student will sit quietly in the reading circle while a story, *If I Ran the Circus*, is being read aloud by the teacher.
- The student will make eye contact with a peer who is telling him or her about a personal experience.
- The student will follow the speaker's movements with eye gaze during a school assembly.

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Oral Language / Decoding

Alternate Learning Expectation (ALE): R.1 *Develop oral language and listening skills*

Alternate Performance Indicator (API): R.1.6 *Demonstrate awareness and interest in familiar pictures*

Sample Activities:

- When presented with two pictures, one of a familiar person and one of a stranger, the student will look at the picture of the familiar person.
- When given three pictures of familiar things (a dog, a pizza, and a girl jumping rope), the student will pick up the pictures and look at them.
- When given a book of familiar family photographs, the student will turn the pages and look at the pictures.
- The student will point to a penny on a picture board and attempt to say the word “penny.”
- Given a book of familiar photographs, the student will turn the pages, look at the pictures, and point out familiar things in the photographs to a peer sitting beside him/her.

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Oral Language / Decoding

Alternate Learning Expectation (ALE): R.1 *Develop oral language and listening skills*

Alternate Performance Indicator (API): R.1.7 *Interact with parts of a story through familiar hand motions/expression of emotions*

Sample Activities:

- When the class sings “Eensy Weensy Spider,” the student will attempt to imitate the hand motions.
- When the teacher reads the story “I am the Long One,” the student will perform the hand motions at appropriate times.
- The student will correctly perform the hand motions to the song “Little Bunny Foo Foo.”
- When the teacher reads aloud *Where the Wild Things Are* and asks “What is Max feeling?” at intervals, the student will make an appropriate facial expression to reflect the character’s emotions at that point in the story.
- When the teacher reads aloud from *Little Bear’s Happy Face, Sad Face*, the student will hold up a happy, sad, or mad mask to indicate what Little Bear is feeling at a given point in the story.

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Oral Language / Decoding

Alternate Learning Expectation (ALE): R.1 *Develop oral language and listening skills*

Alternate Performance Indicator (API): R.1.8 *Respond to speaker (e.g. yes-no questions and choice decisions)*

Sample Activities:

- When the student is walking down the hall, the principal will greet him/her, and the student will respond with a smile or wave.
- The student will nod or shake head to answer five yes/no questions about the story “The Five Chinese Brothers” read aloud by the teacher.
- When asked which of two pencils (Spongebob or Mickey Mouse) the student prefers to write with, the student will point to the one of his/her choice.
- The student will verbally answer questions about a class field trip to the Discovery Science Museum. (Examples: Which dinosaur did you like best? Did you pet the snake? What did the snake feel like? Did you see stars?)

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Oral Language / Decoding

Alternate Learning Expectation (ALE): R.1 *Develop oral language and listening skills*

Alternate Performance Indicator (API): R.1.9 *Engage in dialogue (e.g., conversation/communication with others)*

Sample Activities:

- The student will interact with other children by smiling in response to their greetings on the playground (prerequisite skill).
- When eating lunch with peers in the cafeteria, the student will verbally answer such questions as, “How are you today?” and “What did you have for dinner last night?”
- When seated beside a peer and given a hand puppet, the student will use the puppet to conduct an improvised conversation with the puppet handled by the peer.
- When verbally presented with various situations (such as “a child wants to go to a movie, but his/her mother refuses to allow it”), the student will role play the situation with a peer.
- After the story “Alexander and the Terrible, Horrible, No Good, Very Bad Day” is read aloud, the student will discuss events in the story with a small group of peers.

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Oral Language / Decoding

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Alternate Performance Indicator (API): R.1.10 *Respond to the speaker by following one/two/up to three-step directions*

Sample Activities:

- As the class sings the song “If You’re Happy and You Know it, Clap Your Hands,” the student will follow the directions given in the song (Clap hands, stomp feet, turn around, etc.).
- When the teacher plays a recording of the song “The Hokey Pokey,” the student will follow the directions given in the song.
- While playing the game “Mother-May-I?” the student will follow the directions given by another student who acts as “Mother.” (Note: To play the game, “Mother” gives an order to each other player in turn: “Charlie, take two giant steps forward” or “Susan, take three scissor steps forward.” If the player asks, “Mother, may I?” Mother says “Yes, you may,” and the player follows the instructions. If the player fails to ask for permission, he or she loses the turn. The first player to reach Mother at the finish line wins.)
- The student will follow instructions during a game of “Simon Says.” (Note: To play the game, one child is “Simon.” Simon gives instructions to all the other players simultaneously. Sometimes the instructions are prefaced with “Simon Says:” “Simon says stand on one foot.” At other times, they are not: “Stand on one foot.” Players are to follow instructions prefaced by “Simon Says” and NOT follow instructions when they are not prefaced by “Simon Says.” A child who follows directions—or not—at inappropriate times is “out.” The last one remaining is the winner.)
- The teacher will set up an “obstacle course” in the classroom (tunnel, a chair, hula hoop, masking tape line on floor, broom raised 4” by a brick on each end). When the teacher gives the student a two-step command (Example: “Go through the tunnel and stand inside the hoop”), the student will follow the directions in the correct order.

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Oral Language / Decoding

Alternate Learning Expectation (ALE): R.1 *Develop oral language and listening skills*

Alternate Performance Indicator (API): R.1.11 *Engage verbally with stories in books, television, and movies*

Sample Activities:

- As the book *Mrs. Wishy Washy* is read aloud, the student will use single words to identify characters whose pictures are depicted in the book. (Example: The teacher will read a page and ask, “Who is this?” while pointing to the pig. The student will then say “pig.” If needed, the teacher will model the word so the student can repeat it.)
- As the animated video of *The Cat in the Hat* is being shown, the student will point to the screen and name objects or actions using single words.
- As the book *The Very Hungry Caterpillar* is read aloud, the student will discuss the pictures and events in the story.
- After being shown the movie *The Wind in the Willows*, the student will verbally describe events in the story and his/her reactions to those events.
- After the book *Winnie the Pooh and the Blustery Day* has been read aloud, the student will play the role of Tigger in an improvised play about the story.

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Oral Language / Decoding

Alternate Learning Expectation (ALE): R.1 *Develop oral language and listening skills*

Alternate Performance Indicator (API): R.1.12 *Recite from memory parts of familiar books*

Sample Activities:

- As the teacher reads aloud from the familiar nursery rhyme “Mary had a Little Lamb,” she/he will leave off the last word of each line, and the student will verbally fill in the missing word.
- As a peer reads aloud from the book *This is the House that Jack Built*, the student will join in with the repeated phrases.
- The teacher will read *Good Night, Moon* aloud. She/he will read each line, and the student will repeat it.
- As the teacher reads aloud from the book *I am the Long One*, the student will join in the repeated refrain, “I am the Long One. I eat trees and trample on elephants. Go away! Or I’ll trample on you!”

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Oral Language / Decoding

Alternate Learning Expectation (ALE): R.1 *Develop oral language and listening skills*

Alternate Performance Indicator (API): R.1.13 *Identify opposites*

Sample Activities:

- In response to the verbal cues “fast” and “slow,” the student will demonstrate the difference between fast and slow by moving around the room slowly (“like you’re on the moon”) or quickly (“like you’re in a racecar”).
- The student will demonstrate the difference between fast and slow by performing a clapping pattern slowly or rapidly in response to the verbal cues “fast” and “slow.”
- On a worksheet, the student will circle the things that are hot in red and the things that are cold in blue.
- Using picture word opposites, the student will match opposites from eight pictures displayed on his/her desk.
- With a peer as a partner, the student will take turns physically identifying opposites. Each person will walk fast, then slow; talk loud, then soft; stand up, then sit down; laugh, then cry; whisper, then shout.
- Ten word-card pairs featuring opposites will be divided into two containers. Each container will have one of each pair inside. The student will draw a card from each container and tell whether or not the two pictures depicted are opposites. If they are, they are considered a “match” and the student reads them to the group and keeps them. If not, they go back into the containers for the next person’s turn.

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Oral Language / Decoding

Alternate Learning Expectation (ALE): R.1 *Develop oral language and listening skills*

Alternate Performance Indicator (API): R.1.14 *Ask and respond correctly to many types of questions (e.g., who, what, when, where, and why)*

Sample Activities:

- Given a picture board with pictures of his/her peers, the student will answer questions by pointing to the student for whom the question is true. (Example: Who likes to play BINGO? Who brought cookies this morning? Who just got a new haircut?)
- After completing an experiment in which Mentos and Diet Coke are combined to make a chemical reaction, the student will answer simple questions about what happened.
- Given a peer as a partner, the student and the peer will take turns interviewing each other about a time when something good happened. Then they will share what they have learned about each other with the whole group.
- After reading the book *The Three Billy Goats Gruff*, the student will answer simple questions about the story. (Examples: Who lived under the bridge? Why did the goats want to cross the bridge? What did the biggest billy goat do when the troll came after him?)

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Oral Language / Decoding

Alternate Learning Expectation (ALE): R.2 *Demonstrate knowledge of concepts of print*

Alternate Performance Indicator (API): R.2.1 *Recognize print and its purpose*

Sample Activities:

- Given the picture book *Snow White and the Seven Dwarfs*, the student will hold the book properly and pretend to read by describing the pictures.
- Given a newspaper, a clothing catalog, and a restaurant menu, the student will be able to point to the one that we could order a hamburger from, that we could order a new shirt from, and that we could find out what happened yesterday from.
- Given a plastic cup and the ingredients for a fruit and yogurt parfait, the student will follow the directions from a simple recipe, while the teacher reads each step aloud and points to each step on a recipe card.
- Shown five different picture reference books (one each about marine life, pirates, horses, cars, and jungle animals), the student will correctly answer the following questions: Which one would we use to learn about fish? Which one might tell me about monkeys? What book would I pick if I wanted to read about cars? Where can I learn about horses?

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Oral Language / Decoding

Alternate Learning Expectation (ALE): R.2 *Demonstrate knowledge of concepts of print*

Alternate Performance Indicator (API): R.2.2 *Identify “favorite books” and make request to read them repeatedly*

Sample Activities:

- When the teacher holds up two books, the student will indicate by eye-gaze which is to be read aloud.
- When the teacher holds up two books, the student will indicate by pointing which is to be read aloud.
- When the teacher holds up two books, the student will indicate verbally which is to be read aloud.
- When asked, “What book would you like me to read?” the student will choose a book from the bookshelf.
- When asked, “What is your favorite book?” the student will verbally name a book.

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Oral Language / Decoding

Alternate Learning Expectation (ALE): R.2 *Demonstrate knowledge of concepts of print*

Alternate Performance Indicator (API): R.2.3 *Pretend read, hold book upright, and turn pages*

Sample Activities:

- When a colorful picture book is placed in the student's field of vision, he/she will look at the book.
- When a colorful picture book is placed in the student's field of vision, he/she will move a hand in the direction of the book.
- When a colorful picture book is placed in the student's field of vision, he/she will reach for the book.
- When a colorful picture book is placed in the student's field of vision, he/she will reach for and grasp the book.
- Given the picture book *Clifford the Big Red Dog*, the student will hold the book and look at the cover. The teacher will show the child how to turn the book upright and turn the pages. Then the teacher will read the story.
- Given the picture book *The Sneetches and Other Stories*, the student will turn the book upright and open it. The teacher will show the child how to turn the book upright and turn the pages. Then the teacher will read the story.
- Given the picture book *Snow White and the Seven Dwarfs*, the student will hold the book properly and pretend to read by describing the pictures to the teacher.

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Oral Language / Decoding

Alternate Learning Expectation (ALE): R.2 *Demonstrate knowledge of concepts of print*

Alternate Performance Indicator (API): R.2.4 *Discriminate likenesses and differences in simple objects and pictured objects (e.g., visual pattern discrimination and auditory pattern discrimination)*

Sample Activities:

- Given two concrete objects and shown another that is the same as one of the other two, the student will identify (by eye-gaze) which of the original items is the same as the new one.
- The teacher will gather ten concrete objects (2 identical red balls, 2 identical blocks, 2 identical pencils, 2 identical plastic cups, 2 identical plastic pop beads). He/she will place the items in pairs, some of which consist of two identical items and some of which consist of items that are different. The student will identify the pairs as same or different by using “thumbs up” for pairs that are the same and “thumbs down” for pairs that are different.
- Given a sequence of five colored plastic beads, the student will reproduce the pattern.
- Five pictures will be placed on the desk in front of the student. Given a picture that matches one of the ones on the desk, the student will identify the one that matches by placing the card on top of its match. Then the picture will be returned to the student and the pictures on the desk will be rearranged. The student will correctly match the picture five times.
- Given a word card and a list of five words, one of which is the one on the card, the student will identify (by pointing) the word that matches the one on the card.
- Two peers will sit in chairs placed side by side. Given a verbal questions from the teacher, the student will tell five things that are the same about the two peers (e.g., they are both girls, they both have hair, they are both wearing sneakers, etc.) and five things that are different (e.g., one has a blue shirt and one has a green shirt, one has black hair and one has blond hair, one has a ribbon in her hair and one doesn't, etc.).
- On a worksheet, the student will circle pairs of items that are the same and put an “X” on pairs that are different.

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Oral Language / Decoding

Alternate Learning Expectation (ALE): R.2 *Demonstrate knowledge of concepts of print*

Alternate Performance Indicator (API): R.2.5 *Read uppercase alphabet letters (e.g., match, identify, name)*

Sample Activities:

- Five cards with uppercase alphabet letters will be laid out on the student's desk. Given an uppercase letter card that matches the others, the student will identify (by pointing) which of the letters on the desk matches the one in his/her hand. Then the cards on the desk will be rearranged. The student will match the letter five times.
- Given two shuffled sets of uppercase alphabet letter cards, the student will match each letter of one set to its identical mate in the other set.
- Given flashcards with uppercase letters written on them and given a choice of two letters, the student will point to the letter named by the teacher.
- With a group of five peers, the student will play "Uppercase Alphabet BINGO."
- Given a "fishing pole" made from a dowel, a string, and a magnet, the student will catch laminated fish labeled with uppercase letters. (An attached paperclip makes the fish "catch-able.") As each letter is caught, the student will name the letter. If the letter is named correctly, it goes into the student's bucket. If the letter is not named correctly, it is tossed back into the "pond" to be caught and named again later.

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Oral Language / Decoding

Alternate Learning Expectation (ALE): R.2 *Demonstrate knowledge of concepts of print*

Alternate Performance Indicator (API): R.2.6 *Read lowercase alphabet letters (e.g., match, identify, name)*

Sample Activities:

- Five magnetic lowercase letters will be placed on a magnetic board in front of the student. Given a lowercase magnetic letter identical to one of the five on the board, the student will place that letter beneath the one that matches it.
- Five magnetic lowercase letters will be placed on a magnetic board in front of the student. Given five identical magnetic letters, the student will place each letter beneath its match.
- Given two shuffled sets of lowercase alphabet cards, the student will match each letter of one set to its identical mate in the other set.
- Given flashcards with lowercase letters written on them and given a choice of two letters, the student will point to the letter named by the teacher.
- With a group of five peers, the student will play “Lowercase Alphabet BINGO.”
- The teacher will attach a picture of a butterfly net to a dowel. Then a magnet will be attached to the picture of the net. Given this “net,” the student will catch laminated butterflies, each of which has been labeled with a lowercase alphabet letter. (An attached paperclip makes the butterflies “catch-able.”) As each letter is caught, the student will name the letter. If the letter is named correctly, it goes into the student’s butterfly collection. If the letter is not named correctly, it is tossed back into the “garden” to be caught and named again later.

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Alternate Learning Expectation (ALE): R.2 *Demonstrate knowledge of concepts of print*

Alternate Performance Indicator (API): R.2.7 *Match upper to lower case alphabet letters (e.g., match, identify, name)*

Sample Activities:

- Given a magnetic board, five uppercase magnetic letters, and five lowercase magnetic letters, the student will match the uppercase letters to the lowercase letters by placing the matching pairs side by side on the magnetic board.
- Using his choice of alphabet blocks or a magnetic board, the student will match uppercase letters to lowercase letters and vice versa.
- Given one shuffled set of uppercase alphabet letter cards and another shuffled set of lowercase alphabet cards, the student will match each letter of one set to its identical mate in the other set.
- Given textured uppercase and lowercase letter tiles, the student will choose which uppercase letter tile matches the lowercase letter tile shown by the teacher.
- Given a worksheet, the student will draw a line from the uppercase letter on the left to its lowercase match on the right.
- The student will play an “Alphabet Concentration” game, in which letter cards are laid face down and the student makes matches of uppercase letters to lowercase letters, similar to the commercial game “Concentration.”
- Given clothespins and a “clothesline” made from string and hung with laminated uppercase letters of the alphabet, the student will clip the lowercase letters to their uppercase matches.

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Oral Language / Decoding

Alternate Learning Expectation (ALE): R.2 *Demonstrate knowledge of concepts of print*

Alternate Performance Indicator (API): R.2.8 *Develop awareness of parts and wholes and how the parts relate to the whole*

Sample Activities:

- When shown a mirror reflecting his or her own features, the student will identify the parts of the face (features) and the whole face by pointing.
- When shown a mirror reflecting his or her own features, the student will verbally identify the parts of the face (features) and the whole face.
- When shown five pictures (train, dog, bird, flower, house), the student will identify (by pointing) the whole object and some of its parts. (For example, when asked, “Where is the dog’s tail?” the student will point to the tail.)
- Given the pieces of a 5-piece jigsaw puzzle, the student will assemble the pieces to make a whole picture.
- Twenty words containing similar first, second, and third beginning letters will be listed out of order on the right side of a piece of paper. The student will put the words in alphabetical order on lines on the left side of the paper.

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Oral Language / Decoding

Alternate Learning Expectation (ALE): R.2 *Demonstrate knowledge of concepts of print*

Alternate Performance Indicator (API): R.2.9 *Alphabetize words to the letter*

Sample Activities:

- Given clothespins and a “clothesline” made from string, the student will clip laminated letters to the clothesline in alphabetical order.
- Given a toy train with 26 cars (each with a letter of the alphabet on the side), the student will attach the train cars in alphabetical order.
- Given laminated sections of a poster-board “Very Hungry Caterpillar,” each with a letter of the alphabet written on it, the student will assemble the caterpillar with the pieces in alphabetical order.
- Given alphabetized file folders and replicas of job resumes, each with a person’s last name at the top, the students will file the resumes in alphabetical order by the person’s last name.
- When five peers are each given a placard with a spelling word on it, the student will direct the peers to stand in alphabetical order.

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Oral Language / Decoding

Alternate Learning Expectation (ALE): R.2 *Demonstrate knowledge of concepts of print*

Alternate Performance Indicator (API): R.2.10 *Read high frequency sight words*

Sample Activities:

- The student will be shown the word “go” and told what the word is. The student will then repeat the word. The student will then identify that word (by pointing) from among four other words. This step will be repeated three times. Next, the teacher will point to the word and ask the student what it says. The student will correctly identify the word. The student will use a finger to write the word five times in a sand tray. Then the word will be added to the student’s word bank.
- The student will have ten separate words written on individual index cards in front of her. The teacher will say each word while the student points to the correct word and repeats it.
- As the teacher reads the Dr. Seuss book *The Cat in the Hat* with the student, he/she will pause at familiar sight words, and the student will verbally fill them in.

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Oral Language / Decoding

Alternate Learning Expectation (ALE): R.2 *Demonstrate knowledge of concepts of print*

Alternate Performance Indicator (API): R.2.11 *Identify the first and last parts of a word (e.g., point to the beginning of the word; point to the end of the word)*

Sample Activities:

- With five peers lined up from left to right, the student will identify who is at the beginning of the line and who is at the end.
- Given a word made up of letters written on laminated train cars, with the engine at the beginning of the word and the caboose at the end, the student will identify the beginning and the end of the word.
- When given a word card and asked, “Where is the beginning of this word?” the student will point to the beginning letter.
- When given a word card and asked, “Where is the end of this word?” the student will point to the final letter.
- When ten words are written on the dry erase board, the student will erase the beginning or ending letter of each word as directed by the teacher.
- Given a flashlight, the student will point the beam at the beginning or ending letters of ten words on the board, as directed by the teacher.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.2 *Demonstrate knowledge of concepts of print*

Alternate Performance Indicator (API): R.2.12 *Demonstrate a one-to-one matching of spoken words to words or word representations in print*

Sample Activities:

- Given five word cards and pictures of the objects they represent, the student will read each word and match it to the correct picture.
- Given a laser pointer, the student will direct the beam at each word in the text of the Dr. Seuss book *Sam I Am*, as the teacher reads it.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.2 *Demonstrate knowledge of concepts of print*

Alternate Performance Indicator (API): R.2.13 *Demonstrate understanding that print materials are read top to bottom, left to right, and front to back (e.g., following charts or simple books with finger pointing)*

Sample Activities:

- Given a line of text with a green dot at the beginning and a red dot at the end, the student will read the text, beginning with the green dot (“go”) and ending with the red dot (“stop”).
- With the words to the song “I am a Pizza” written on chart paper, the student will use a yardstick to direct the students to the beginning of each line as the class sings the song. The student will begin with the first line and move down the page as the song progresses.
- When the teacher reads the story “Alexander and the Terrible, Horrible, No-Good, Very Bad Day,” the student will follow along in the text with a finger under the words.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.2 *Demonstrate knowledge of concepts of print*

Alternate Performance Indicator (API): R.2.14 *Identify key parts of a book (e.g., title, author, illustrator, chapters)*

Sample Activities:

- Given a picture book of his/her choice and asked, “Where is the title?” the student will point to the title.
- Given a library book of his/her choice, the student will identify the title, author, illustrator, chapters, and copyright date by using his/her “Go-Talk” communicator, which has these words on it. The teacher will point to each of these parts of the books, and the student will hit the part on the communicator.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.2 *Demonstrate knowledge of concepts of print*

Alternate Performance Indicator (API): R.2.15 *Distinguish between letters and words/pictures/objects*

Sample Activities:

- Given four index cards, one with a letter, one with a word, one with a picture, and one with an object, the student will be able to point to the letter on request.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.3 *Develop and maintain phonemic awareness and decoding strategies*

Alternate Performance Indicator (API): R.3.1 *Engage in and enjoy word play with silly sounds and real and nonsense words*

Sample Activities:

- The student will sing along with the song “John Jacob Jingleheimer Schmidt.”
- The student will sing along with the song “Mairzy Dotes and Dozey Dotes.”
- The student will sing along with and do the motions for the song “Waddely-Ah-Cha.”
- After hearing the *Gerald McBoing-Boing Sound Book* read aloud, the student will imitate the sounds in the book.
- When the teacher reads aloud from the Dr. Seuss book *Mr. Brown Can Moo, Can You?*, the student will imitate the sounds featured in the story.
- The student will provide sound effects for a reader’s theater version of the Rudyard Kipling story “The Elephant’s Child.”

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.3 *Develop and maintain phonemic awareness and decoding strategies*

Alternate Performance Indicator (API): R.3.2 *Recognize and produce rhyming words*

Sample Activities:

- With a peer partner, the student will take turns verbally changing the beginning sound of one-syllable consonant-vowel-consonant words to make rhyming words.
- The student will correctly apply the rhyming rules to the song that begins, “Anna Anna Bo Banna, Banana fanna Foe Fanna, Me My Moe Manna—Anna.”
- The teacher will verbally give the student ten pairs of words, five of which rhyme and five of which do not rhyme. The student will show “thumbs up” if the words rhyme and “thumbs down” if the words do not rhyme.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.3 *Develop and maintain phonemic awareness and decoding strategies*

Alternate Performance Indicator (API): R.3.3 *Understand that a phoneme is one distinct sound*

Sample Activities:

- When shown a letter or letter combination that represents a single sound, the student will verbally identify that sound.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.3 *Develop and maintain phonemic awareness and decoding strategies*

Alternate Performance Indicator (API): R.3.4 *Use sound stretching of one-syllable words to identify each phoneme (cat, /c/, /a/, /t/)*

Sample Activities:

- A peer tutor will say the words, “Sam, hat, man, sad, mat, and map.” When the peer holds his/her finger under the letter, the student will sustain the sound. When the peer moves his/her finger quickly across the letter, the student will say the sound quickly. The student will read each word slowly and then fast.
- The student will read one-syllable words from the board using a flashlight beam to help sound out the word. As the beam touches each letter in turn, the student will say the correct letter sound, then run the beam across the whole word and say the word.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.3 *Develop and maintain phonemic awareness and decoding strategies*

Alternate Performance Indicator (API): R.3.5 *Demonstrate understanding of letter-sound matches*

Sample Activities:

- The student will march in a “letter-sound parade,” in which the leader holds up a letter card, and the other students march behind chanting the sound represented by that letter. The children will take turns leading, and each child will have a different letter. When the leader changes, so does the letter sound being chanted.
- After listening to the “Mr. H” Letter People song (“Horrible Hair”), the student will make a “Mr.H” paper bag puppet and cut out magazine pictures of things that start with “h” to put in a pocket on the puppet’s stomach.
- Given ten letters on a magnetic board, the student will say the sound represented by each letter as the teacher points to each letter in turn.
- The student will complete a worksheet by drawing a line from letters to pictures that start with those letters.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.3 *Develop and maintain phonemic awareness and decoding strategies*

Alternate Performance Indicator (API): R.3.6: *Make letter/sound associations*

Sample Activities:

- The student will make letter/sound associations by playing ABC BINGO. Instead of the letter being shown, the sound will be said by a peer tutor.
- With ten letters written on a dry-erase board, the student will point to the correct letter when the teacher says the sound represented by that letter.
- The student will make a collage of magazine pictures of things that begin with the sound /s/.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.3 *Develop and maintain phonemic awareness and decoding strategies*

Alternate Performance Indicator (API): R.3.7 *Use letter-sound matches to decode simple words*

Sample Activities:

- A peer tutor will give the student three magnetic letters that can be arranged to spell a one-syllable consonant-vowel-consonant word. When the peer says the word, the student will arrange the letters in the correct order to spell the word.
- The student will be given five magnetic letters that can be used to make a variety of one-syllable consonant-vowel-consonant words. When the teacher says one of those words, the student will choose the correct three letters and arrange the letters to correctly spell the word.
- When a peer writes a one-syllable consonant-vowel-consonant word on the board, the student will sound out the word.
- Given twenty word cards, each representing a one-syllable phonetically regular word, the student will read the words and use them (along with “the” and “a”) to make ten different sentences.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.3 *Develop and maintain phonemic awareness and decoding strategies*

Alternate Performance Indicator (API): R.3.8 *Identify consonant sounds in isolation*

Sample Activities:

- When given five magnetic letters representing the consonant sounds /m/, /s/, /b/, /t/, and /k/, the student will place the correct letter on the magnetic board as the teacher says the sound represented by that letter.
- When shown ten consonant letter cards, one at a time, the student will say the correct sound for each consonant as it is presented.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.3 *Develop and maintain phonemic awareness and decoding strategies*

Alternate Performance Indicator (API): R.3.9 *Identify vowel sounds in isolation*

Sample Activities:

- When shown five vowel letter cards, one at a time, the student will say the correct short sound for each vowel as it is presented.
- The student will listen to a story about an Alligator named Annie. Then he/she will make a sock puppet alligator and use it to put pictures of things that begin with the short “a” sound in a construction paper “pond.”

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.3 *Develop and maintain phonemic awareness and decoding strategies*

Alternate Performance Indicator (API): R.3.10 *Recognize words with same beginning and ending sounds*

Sample Activities:

- A peer will say ten pairs of words, five that begin with the same sound and five that begin with different sounds. The student will do “thumbs up” if the beginning sounds are the same and “thumbs down” if they are different.
- The student will be given twenty picture cards, half of which begin with the letter “s” and half of which begin with the letter “m.” The student will sort the pictures according to their beginning sound.
- The student will play a game called “First Sound, Last Sound.” Players stand at the start line. The leader stands at the finish line and says a series of one-syllable words, one at a time. If the word begins with a given sound (today, the sound is /p/), players take a giant step forward. If the word ends with the given sound, players take two bunny hops forward. If the word neither begins nor ends with the given sound, players stand still. If a player moves forward when he/she should stand still, that player moves backward one step. The first player to the finish line wins.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.3 *Develop and maintain phonemic awareness and decoding strategies*

Alternate Performance Indicator (API): R.3.11 *Use sound blending of each separately spoken phoneme to make meaningful words (/m/, /o/, /m/ to mom)*

Sample Activities:

- Given a visual representation of the letter “M” and told, “Say it slowly,” the student will stretch the corresponding sound—“Mmmmmmm.” When told, “Say it fast,” the student will say the sound quickly.
- The student will sound out the words, “Sam, hat, man, sad, mat, and map,” with the teacher’s finger as a guide to sound stretching. When the teacher holds her finger under the letter, the student will sustain the sound. When the teacher moves her finger quickly across the letter, the student will say the sound quickly, blending the sounds. The student will read each word slowly and then fast.
- The student will read one-syllable words from the board using a flashlight beam to help sound out the word. As the beam touches each letter in turn, the student will say the correct letter sound, then run the beam across the whole word and say the word.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.3 *Develop and maintain phonemic awareness and decoding strategies*

Alternate Performance Indicator (API): R.3.12 *Segment one-syllable words into individual sounds and blend the sounds into whole words*

Sample Activities:

- The student will sound out the words, “pad, cat, hop, sip, and nut,” with the teacher’s finger as a guide. When the teacher holds his/her finger under the letter, the student will sustain the sound. When the teacher moves his/her finger quickly across the letter, the student will say the sound quickly, blending the sounds. The student will read each word slowly and then fast.
- Given six word cards (cat, mom, dad, cup, bag), the student will repeat each word after the teacher, cut each word into its separate letters, say each individual sound, then reconstruct the original words and read them.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.3 *Develop and maintain phonemic awareness and decoding strategies*

Alternate Performance Indicator (API): R.3.13 *Understand words are made up of one or more syllables*

Sample Activities:

- Given a list of five two-syllable words, the student will use a red marker to draw a line between the two syllables.
- The teacher will say ten multi-syllable words, with a pause between each one. After each word is spoken, the student will repeat the word with a pause and a clap for each syllable.
- A peer will say ten multi-syllable words, with a pause between each one. After each word is spoken, the student will hold up a number of fingers equal to the number of syllables in each word.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.3 *Develop and maintain phonemic awareness and decoding strategies*

Alternate Performance Indicator (API): R.3.14 *Distinguish individual sounds, including blends and diagraphs, within words*

Sample Activities:

- With a word written on the board, the teacher will say a sound in the word, and the student will point to the letter, blend, or diagraph that represents that sound.
- The student will play “Blend & Diagraph BINGO” with a small group of peers.
- The student will play a variation of “Go Fish” based on blends and diagraphs. The deck is made up of picture cards, each beginning with a blend or a diagraph. There are four pictures representing each blend or diagraphs. Players try to make “books” by collecting all four of a given blend or diagraph.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.4 *Develop and extend reading vocabulary*

Alternate Performance Indicator (API): R.4.1 *Use vocabulary (pictures, symbols, objects, or words) to demonstrate knowledge of basic and expanded pragmatic functions (e.g., commenting and social words)*

Sample Activities:

- The student will use symbols on his/her communication board to say “Hello” and “How are you?” to a peer on the playground.
- When shown a red ball, a red crayon, and a red scarf and asked “How are these things the same?” the student will use his/her communication board to describe the objects as red.
- Given a photograph of a child feeding a puppy, the student will verbally describe what is happening in the picture.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.4 *Develop and extend reading vocabulary*

Alternate Performance Indicator (API): R.4.2 *Demonstrate and respond with understanding upon listening attentively to stories*

Sample Activities:

- After listening to the story of “The Three Bears,” the student will use picture cards to answer questions about the story. (The teacher will ask a question, and the student will point to the picture that answers the question. For example, if asked, “Whose porridge was too hot?” the student would point to the picture of Papa Bear.)
- The teacher will read aloud from the story “The Ugly Duckling.” After each page, the teacher will ask questions and the student will verbally answer those questions.
- After hearing a peer read the story “The Frog Prince,” the student will verbally answer questions about the story.
- The student will listen to a recording of “The Legend of Paul Bunyan” and write three sentences about things that happened in the story.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.4 *Develop and extend reading vocabulary*

Alternate Performance Indicator (API): R.4.3 *Use vocabulary to identify and describe objects and events*

Sample Activities:

- When shown a picture of familiar concrete objects (car, cup, tree, flower, pencil, book, and cake) and asked, “What is this?” the student will name the objects.
- The student and a peer will sit across from each other and take turns verbally describing each other. For example, the student might say, “She is wearing blue jeans. I see tennis shoes. She has a pink bow. She has Spongebob on her shirt. She is smiling. Her hair is brown. She has glasses.” The teacher may prompt the student verbally as needed by asking, “What else do you see?”
- When a peer asks, “What did you do after school yesterday?” the student will verbally describe the events of the evening.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.4 *Develop and extend reading vocabulary*

Alternate Performance Indicator (API): R.4.4 *Demonstrate ability to retell familiar stories (e.g., recall two-to-three-step sequence of events, retell story in own words, draw conclusions based on evidence in story, use pictures or representations to discuss main idea)*

Sample Activities:

- Given pictured scenes from the story “The Gingerbread Man,” the student will place the pictures in order and describe what happens in the story as shown in the pictured scenes.
- The student will use flannel board figures to retell the story of “Little Red Riding Hood.”
- After listening to a recorded story (“Little Red Riding Hood”) and hearing the story read aloud by an adult, the student and peers will take turns retelling parts of the story in sequence. For example, a peer will begin the story. The next child will pick up where the first left off, and so on.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.4: *Develop and extend reading vocabulary*

Alternate Performance Indicator (API): R.4.5 *Identify or use synonyms and antonyms*

Sample Activities:

- The student will play a synonym-matching game made out of clothespins and a round piece of cardboard (like a frozen pizza comes on). Lines will be drawn on the pizza board to make sixteen “slices.” Each slice will be labeled with a different word. A synonym for each word will be written on the clothespins. The student will clip each clothespin to its synonym.
- The student will play an antonym-matching game made out of clothespins and a round piece of cardboard (like a frozen pizza comes on). Lines will be drawn on the pizza board to make sixteen “slices.” Each slice will be labeled with a different word. An antonym for each word will be written on the clothespins. The student will clip each clothespin to its antonym.
- The student will play a synonym game. Players will be divided into two teams. The teams will line up facing each other. The first player will say a word that has a synonym. The second will name a synonym for that word. The first player will name another synonym. When either player runs out of synonyms for that word, he/she goes to the back of the line, and the other player starts a new set. Each synonym generated earns its team a point.
- Given a list of ten words on lined notebook paper, the student will write the antonym for each.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.4 *Develop and extend reading vocabulary*

Alternate Performance Indicator (API): R.4.6 *Read words (e.g., match oral words to written words, decode words, recognize basic sight words such as Dolch and environmental/survival words)*

Sample Activities:

- The student walked through the school grounds trying to identify certain environmental/survival sign words. Flash cards and duct tape were used to provide some signs (labels) not readily present in the environment.
- The student will play a matching game with ten word cards (two each of five words from the Dolch word list). The word cards will be placed face down on the table, and the student will turn two cards face up. If they match, the student picks them up and places them together to the side. If they do not match, the student turns them face down and tries again. The game continues until all of the pairs have been matched.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.4 *Develop and extend reading vocabulary*

Alternate Performance Indicator (API): R.4.7 *Determine the meaning of unfamiliar words through visual, tactile, and/or print context cues*

Sample Activities:

- Given an illustrated sentence containing an unfamiliar word, the student will use phonics rules, clues from the picture, and context cues to determine and read the unfamiliar word.
- The student will read a short paragraph about swans. The paragraph will contain three words with which the student is verbally familiar but has never read in print. The student will figure out the unfamiliar words from context and phonetic cues and read the word aloud.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.4 *Develop and extend reading vocabulary*

Alternate Performance Indicator (API): R.4.8 *Read text containing familiar letter-sound correspondence and high-frequency words (e.g., environmental print, passages, books, stories)*

Sample Activities:

- While on the bus ride to a museum field trip, the student will point out familiar signs (McDonald's, Walk-Mart, Target, etc.) to a peer tutor sitting beside him/her.
- The student will participate in a choral reading activity, reading parts of "I Know an Old Lady Who Swallowed a Fly" aloud from a chart.
- The student will read a low-level, high-interest text on animals and their babies, correctly pronouncing high-frequency words learned to date.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.4 *Develop and extend reading vocabulary*

Alternate Performance Indicator (API): R.4.9 *Identify, read, or use compound words*

Sample Activities:

- Given a set of compound word puzzles, the student will find two words that make a compound word, read each word separately, and then read the compound word formed after the pieces are put together.
- The student will play a matching game made from clothespins and a round piece of cardboard (like the one a frozen pizza comes on). Lines will be drawn dividing the “pizza” into 16 equal pieces. Each piece will have one word of a compound word written on it. Each clothespin will have the other piece of the compound word. The student will clip together the two parts of a compound word, read each word separately, and then read the compound word formed after the words are clipped together.
- The student will play a game involving compound words. Each player will be given a cardboard placard with a word on it. Each player’s word will fit with at least one other player’s to create a compound word. Players will find their “compound word partners” and read their new word aloud.
- Given a list of ten words, some of which are compound words and some of which are not, the student will circle the compound words.
- Given a worksheet, the student will draw a line from one word to another that will create a meaningful compound word.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.4 *Develop and extend reading vocabulary s*

Alternate Performance Indicator (API): R.4.10 *Organize or sort words by category, function, or feature (including describing words by category)*

Sample Activities:

- The student will complete a file folder game in which word cards are sorted into pockets labeled “plants,” “animals,” “furniture,” and “body parts.” The student will put each word card into the correct pocket.
- Given twenty word cards, the student will place them in four different piles, one for each of the following categories: people, animals, places, and objects.
- Given a picture of a giraffe and ten word cards (five of which describe the giraffe and five of which do not), the student will choose the five words that describe the giraffe and place them beside the picture.
- The student will sort thirty word cards into the following color categories: things that are red, things that are blue, things that are yellow, and things that are brown.
- Given twenty word cards representing large and small objects, the student will put the words representing large objects into an envelope labeled “Big” and the words representing small objects into an envelope labeled “Small.”

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.5 *Use active comprehension strategies to derive meaning while reading and check for understanding after reading*

Alternate Performance Indicator (API): R.5.1 *Demonstrate comprehension of reading text by responding verbally and/or motorically to content*

Sample Activities:

- The student and four peers will play a game using action word cards (jump, hop, skip, run, dance, sing, etc.). One player will be the card holder, or dealer. The dealer will give each player a card. Each player in turn will read his or her card and do what it says. A point will be awarded for each correct response.
- The student will take part in a treasure hunt. Written clues will be hidden around the room, each clue leading to the next. The student will read each clue and follow the directions on it. Eventually, the clues will lead to a “treasure chest”—a box painted to look like a treasure chest and with a “pirate scroll” inside. The scroll is a certificate printed on parchment, rolled up, and tied with a piece of twine.
- The student will read from a script for “Who’s in Rabbit’s House?” and follow the stage directions to act out his or her part.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.5 *Use active comprehension strategies to derive meaning while reading and check for understanding after reading*

Alternate Performance Indicator (API): R.5.2 *Recognize the main idea in picture books, text, and other print media*

Sample Activities:

- The student will listen to a short paragraph read aloud. The teacher will verbally give the student four possible main ideas for the paragraph, only one of which is correct. The student will tap the ringer of a hotel bell when the correct answer is given.
- When read a short paragraph, the student will be able to verbally state what the paragraph was about.
- When read a short paragraph, the student will be able to tell the main idea using an electronic communication device.
- The student will read the story “Three Little Kittens” along with a peer and then verbally answer four multiple choice questions and one open-ended question about the story’s plot. He/she will then verbally state the main idea of the story.
- After hearing the story “The Princess and the Pea,” the student will identify one of four pictures that captures the main idea of the story.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.5 *Use active comprehension strategies to derive meaning while reading and check for understanding after reading*

Alternate Performance Indicator (API): R.5.3 *Demonstrate literal comprehension of major story elements in print and non-print text, including characters, setting, and plot*

Sample Activities:

- After listening to a Social Story about sharing, the student will use simple but appropriate phrases to tell about the issues raised by the story.
- After hearing a recording of the book *The 500 Hats of Bartholomew Cubbins*, the student will respond to a series of true/false statements about the story with “thumbs up” for “true” and “thumbs down” for “false.”
- After reading the book *The King’s Pudding*, the student will verbally answer questions such as “Who was in the story?” and “What happened to the King’s pudding?”

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.5 *Use active comprehension strategies to derive meaning while reading and check for understanding after reading*

Alternate Performance Indicator (API): R.5.4 *Make predictions from text of events that might occur next*

Sample Activities:

- Given a series of two sequential pictures that show the beginning and middle of an event, and shown two additional pictures, only one of which would provide a reasonable ending to the story, the student will indicate by gesture which picture portrays the ending.
- After hearing a sequence of events without a resolution, and asked what might happen next, the student will use a simple phrase to verbally describe a reasonable ending.
- As the teacher reads aloud from the book *If You Give a Mouse a Cookie*, he or she will stop after each page to ask the student what might happen next. The student will verbally provide a reasonable answer.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.6 *Experience various literary and media genres*

Alternate Performance Indicator (API): R.6.1 *Demonstrate ability to understand purpose of charts, graphs, pictures, cartoons, newspaper, magazines, or computer generated materials*

Sample Activities:

- When given a *Ranger Rick* magazine, the student will open the magazine and look at the pictures.
- When shown a chart of the planets and asked to find Earth, the student will point to the correct planet.
- When given a newspaper and asked what it is for, the student will offer a reasonable answer.
- When shown a multi-panel cartoon with recognizable events in each panel, the student will describe the events shown in the cartoon.
- When shown a bar graph with two bars and asked, “Which is more?” the student will point to the correct bar.

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

Alternate Learning Expectation (ALE): R.6 *Experience various literary and media genres*

Alternate Performance Indicator (API): R.6.2 *Demonstrate ability to use charts, graphs, pictures, cartoons, newspaper, magazines, or computer generated materials*

Sample Activities:

- The student will use various magazines and newspaper supplements to locate ads about personal items, food, and clothing. The student will then cut them out and add them to a journal for a later discussion.
- With the help of a peer, the student will make a pictograph showing how many boys and how many girls are in the class.
- The student will work with a small group to make a chart showing the growth of two classroom plants, one placed in sunlight and the other placed inside a dark cabinet.

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.1 *Use writing tools to make marks on paper*

Sample Activities:

- When a toy is placed in the student's field of vision, he/she will grasp the toy (prerequisite skill).
- When shown a squeeze brush with glitter paint, the student will reach toward the brush.
- Given an adapted paintbrush with a strap, the student will make marks on a classroom mural of the first Thanksgiving. A peer tutor will provide hand-over-hand assistance or touch cues as needed.
- When given a piece of paper with a circle on it, the student will add marks to the circle to create an object of choice.
- Given a dry-erase marker, the student will scribble on the dry-erase board.
- The student will use a stamp made from half a potato to make shamrocks for a St. Patrick's Day bulletin board.
- Given foam shapes and tempera paint, the student will dip the shapes into the paint and use them to make prints on watercolor paper.

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.2 *Correctly manipulate a variety of media tools to make marks*

Sample Activities:

- The student will use a stencil to write the letter “A” on typing paper.
- The student will use a finger to draw pictures in shaving cream on his/her desk.
- The student will use magic markers to scribble on paper.
- The student will use finger-paint on plain white paper to make purposeful designs, such as patterns based on geometric shapes.

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.3 *Copy from image*

Sample Activities:

- The student and a peer will stand face-to-face. The peer will make a series of slow movements, which the student will mirror. The student and the peer will take turns being the leader and being the “mirror.”
- The student will copy a circle on art paper with hand-over-hand assistance from a peer.
- The teacher will draw a simple geometric shape on the dry-erase board, pausing after each stroke to allow the student time to copy the stroke. The teacher will provide verbal prompts and touch cues as needed.
- As the teacher draws a continuous meandering line over a piece of poster board, the student will “drive” a toy car along the line, following closely behind the teacher’s moving hand.
- The student will imitate a variety of straight and curved lines as demonstrated by a peer.
- After a peer draws a simple geometric shape (circle, square, and triangle) on the board, the student will copy the shape.

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.4 *Create picture/symbol/object to communicate meaning*

Sample Activities:

- Given a writing utensil of choice, the student will draw a happy face, a sad face, or a mad face to identify his/her mood in response to the question, “How are you feeling?”
- Given colored pencils, crayons, and markers, the student will draw a recognizable picture of his/her choice.
- The student will draw stick figures to represent the members of his/her family.
- Given pencils and colored pencils, the student will make a “picture message” to give a friend or family member. For example, the word “I” might be represented by a picture of an eye. The word “love” might be represented by a heart. The word “you” might be represented by the letter “u.”

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.5 *Write some letters (specifically, form legible uppercase and lowercase letters by copying a visual representation*

Sample Activities:

- The student will use a stencil to make the letter “A.”
- The student will trace a letter “A” written in highlighter.
- The student will copy the letter “A” using a finger in a salt tray.
- The student will use a flashlight to trace a large letter “A” written on the chalkboard.
- On first-grade table paper, the student will copy the letters “A,” “B,” “C,” and “D” from one line to the next.
- The student will write the letter “R” from memory.
- The student will write his/her first and last name correctly on a worksheet by copying from a laminated “business card” that he/she carries with him/her. The card has the student’s first and last names on it.

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.6 *Demonstrate journaling through use of pictures and symbols*

Sample Activities:

- The student will choose picture symbols to cut out and paste in a journal entry about a class field trip.
- In a daily journal, the student will draw a picture to represent the day's most notable events.
- In his/her journal, the student will write a sentence about his/her favorite part of the day.
- In his/her daily journal, the student will write a paragraph about the class field trip to the zoo.

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.7 *Trace or reproduce letters correctly*

Sample Activities:

- The student will be given a sheet of tablet paper with six dotted letters on it (R, r, B, b, S, s). The student will trace each upper and lower case letter with the pencil of his choice.
- The student will write his/her first name in shaving cream.
- The student will trace dotted uppercase letters of the alphabet on tablet paper.
- After a demonstration by the teacher, the student will imitate letters in a foil tray filled with sand.
- The student will trace the dotted letters of his/her name on tracing paper.
- Using a pencil or crayon, The student will trace the first three letters of his/her first name within ¼" of the lines with minimal assistance.
- The student will form uppercase letters using Wikky Stix.
- The student will form lowercase letters using modeling clay.
- The student will fill in the missing letters on an alphabet sheet.
- From a worksheet, the teacher will read 10 sentences to the student. Each sentence will have one word printed in bold print. The student will reproduce the bold-print word on the line provided beneath the sentence.

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.8 *Write left to right, top to bottom*

Sample Activities:

- Given a piece of paper with a green dot at the left margin, a red dot at the right margin, and a thick straight line between, the student will “drive” a toy car across the line. The process will be repeated for each line on the page,
- Given tablet paper with a green dot at the beginning (left side) of each line, the student will write five simple sentences, beginning with his/her pencil on the green dot at the top left side of the page and continuing to write left to right and top to bottom.

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.9 *Write words, leaving spaces between letters and words*

Sample Activities:

- Leaving space between letters and words, the student will write a list of items to be used in a class scavenger hunt.
- Leaving spaces between letters and words, the student will write the names of his/her classmates on valentine envelopes.
- Leaving spaces between letters and words, the student will write a list of items to be bought for a class party.

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.10 *Express an idea with pictures/symbols/objects and/or words*

Sample Activities:

- In response to the question, “How do you feel?” the student will use a picture communication board to describe his/her emotions.
- When asked to describe a clubhouse he/she would like to have, the student will draw a picture to illustrate the ideal clubhouse.
- After watching a video about a person who has a problem, the student will write a sentence explaining how the person might solve the problem.

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.11 *Write a sentence, leaving space between words*

Sample Activities:

- The student will copy sentences from the overhead into his/her writing journal, leaving spaces between letters and words.
- Using appropriate spacing, the student will write five sentences in a daily journal to describe his/her day.
- The student will copy a short sentence from one line to the next on a worksheet with blanks to indicate the spacing between words.
- Given selected high-frequency sight word flash cards with which to create a sentence, the student will place the words in order and copy the sentence on notebook paper with correct spacing between words.
- After learning a song (“The Wheels on the Bus.”), the student will write the lyrics on lined paper, leaving proper spacing between words and letters.
- Leaving spaces between words, the student will use a pen or pencil to write a paragraph about the story “Tom Thumb” on notebook paper.
-

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.12 *Arrange events in logical and sequential order using time order words*

Sample Activities:

- The student will use sequencing cards to tell the correct sequence (first, next, last) of a story.
- The student will write a three-sentence story with a beginning, middle, and end.
- The students will write the steps of a simple recipe of choice in order.

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.13 *Describe a familiar object (e.g., use accurate names, listing details)*

Sample Activities:

- The student and a peer will play “What am I?” The student gives a one-sentence description of an animal or object. The peer tries to guess the animal or object based on the description. If the peer is correct, the turn ends and the peer asks the next question. If the peer guesses incorrectly, the student provides another clue. The clues continue one at a time until the peer guesses or gives up. Then the peer and the student change roles.
- The student will verbally describe a favorite object, such as a Teddy bear. The student will then write the description in a brief paragraph.
- The student will participate in a group activity about descriptive writing. Each student will draw the name of an object from a hat. The student will write the name of the object at the top of a sheet of paper and write a brief description of the object. The object should not be named in the description. The descriptions will then be folded and placed back in the hat. The students will take turns drawing out descriptions and reading them to the group, who try to guess the object from the written descriptions.

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.14 *Name or label objects or places*

Sample Activities:

- From a deck of 50 cards, the student will choose 10 environmental/survival flash cards. Based on the choice of cards, the student will be taken to a classroom where the objects represented by the chosen cards can be found. There, the student will match the card with words written on objects in the classroom.
- Given ten labels for things in the classroom, the student will tape each label to the item it represents.
- Given a worksheet with pictures on one side and labels on the other, the student will draw a line from each picture to the word that names it.
- Given a map of the neighborhood, the student will label important places, such as school, home, drugstore, and playground.

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.15 *Use pictures/symbols/objects/words to create meaning*

Sample Activities:

- The student will use words and pictures to describe a personal experience. (In this case, the student wrote about a family picnic that took place on Saturday.)
- The student will write a journal entry about his/her feelings about what a person should do if he/she is out with a friend who is shoplifting.
- The student will write a letter to the celebrity of his/her choice.

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.16 *Write to entertain and inform (e.g., experience stories, pictures, and shared writing)*

Sample Activities:

- The student will write an introductory sentence and three supporting ideas on a graphic organizer on a topic given by the teacher. The topic is: “Choose a job to do after graduation from high school and give three reasons why you would like to do that job.”
- The student will write a personal essay about what he/she wants for Christmas.
- The student will read a story from the book *The Language of Literature* and write a ½ page story about what was read.
- The student will write a one-page essay agreeing or disagreeing with the practice of requiring students to wear school uniforms.

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.17 *Participate in shared writing about social studies, science, the arts, and various classroom activities (Write across content areas)*

Sample Activities:

- After reading simple books and articles about crocodiles, the student will write a one-page expository essay about crocodiles.
- The student will participate with a small group of peers in writing and performing a skit based on an African folk tale about Ananansi.
- The student will read an American folk tale and re-tell it in a one-page story. It will later be illustrated and bound into a booklet of folk tales with other similar assignments.
- The student will help a small group of peers write a journal about traveling in a wagon train along the Oregon Trail.

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.18 *Write an organized, coherent paragraph*

Sample Activities:

- The student will dictate a series of random sentences about a given subject (a rodeo). The teacher will write down the student's sentences. The student will cut the sentences apart and place them in the most effective order. The student will then copy the sentences onto notebook paper.
- With help from a peer tutor, the student will make a brainstorming web to generate ideas for an essay about wolves.
- The student will make a brainstorming list for an essay about frogs. The student will then cut the list apart and place it in the most effective order to use as a guide for writing.
- The student will write a paragraph about a fishing trip with verbal prompting from the teacher. The teacher will ask guiding questions, such as: "What happened next?" and "What did that feel like?"
- The student will write a paragraph about a favorite hobby. The student will then rewrite the paragraph, rearranging sentences and adding information as needed.

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.19 *Write stories, personal accounts from experience, friendly notes, messages, or journals*

Sample Activities:

- The student will write a descriptive passage. With the lights off and the room quiet, he/she will recall scary, sad, and happy experiences. Using pictograms, the student will express what was seen, heard, felt, smelled, or tasted.
- The student will write a poem to go inside a Mother's Day card.
- The student will draw a random picture prompt from the Writing Well and write a story about it.
- The student will write a personal essay about the best (or worst) holiday ever.
- The student will write a letter to a classmate of his/her choice.
- The student will write a detailed journal entry about his/her hero.

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.20 *Write stories with a beginning, middle, and end*

Sample Activities:

- The student will dictate a personal experience about a time when someone got in trouble. The teacher will write the student's words, and the student will type them into the computer.
- Given a prompt about the best gift in the world, the student will plan a story with a beginning, middle, and end.
- Given a situation (a girl wants to go to the mall and a movie with a friend) and a problem (the girl's parents dislike the girl's friend and have forbidden the girl to see the friend), the student will write an ending to the story.
- The student and a peer will take turns adding a new sentence to a story of their choice. One person will make up a first line, the other will add the next sentence, and so on.
- The student will choose a topic from the "What to Write" wall and write a story about it.

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.21 *Write in response to literature*

Sample Activities:

- After hearing the story “Alexander and the Terrible, Horrible, No-Good, Very Bad Day,” the student will make a list of things that could go wrong on a very bad day and of things that could happen on a very good day.
- After listening to tapes of Rudyard Kipling’s *Just-So Stories*, the student will dictate a “just-so” story of his/her own (a make-believe story or myth about something came to be the way it is).
- After reading the book *The Devil’s Arithmetic*, the student will write a story about a person who goes back in time.
- The student will choose a newspaper story or article and write a letter to the editor about it.

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.22 *Use prior knowledge or references to text to respond to a question (evidence may take form of pictures, words, sentences, or some combination)*

Sample Activities:

- Given an open-ended question (“What are the effects of mankind on the environment?”), the student will make a collage of effects, such as skyscrapers, litter, smog, and oil spills.
- The student will make a mini-booklet with drawings and captions to answer the question: “What animals live in the jungle?”
- When asked a question about how plants grow, the student will look up the answer in a picture encyclopedia and verbally answer the question.

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.23 *Use technology to publish writing*

Sample Activities:

- The student will type a paragraph that is written on a piece of paper using Microsoft Word on a computer.
- The student will use the *Writer Rabbit* software to compose ten sentences.
- The student will use the *Writer Rabbit* software to write a simple story and print it out.

Content Standard: WRITING

Standard: *The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

Alternate Learning Expectation (ALE): W.1 *Write for a variety of purposes*

Alternate Performance Indicator (API): W.1.24 *Complete forms and applications with appropriate information*

Sample Activities:

- The student will write his/her name at the top of a worksheet on adjectives.
- Given a simplified form (name, address, date of birth), the student will fill out the form by copying personal information from a laminated index card he/she carries with him/her.
- The student will write his/her name, address, and date of birth on a simplified form with verbal prompting from the teacher.
- Given a replica of a job application, the student will complete the form correctly.

Content Standard: ELEMENTS OF LANGUAGE

Standard: *The student will use standard English conventions and proper spelling as appropriate to speaking and writing*

Alternate Learning Expectation (ALE): EL.1 *Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure*

Alternate Performance Indicator (API): EL.1.1 *Use classroom resources to support the writing process (e.g., word walls, picture dictionaries, technology, student-generated word books)*

Sample Activities:

- When the student is seated at the computer and a peer tutor starts a *Blue's Clues* game, the student will look at the images on the screen for one minute.
- Given a picture dictionary, the student will open the dictionary, look at the pictures, and turn the pages.
- Given a picture dictionary, the student will look at the pictures and discuss them with a peer tutor.
- Given notebook paper and a writing utensil of his/her choice, the student will copy five words from the class word wall.
- The student will use ABC books to label words (cut from magazines and glued into a student-made booklet) that begin with "A."
- The student will work with a peer to write in a student-created word book. A dictionary will be used to define unfamiliar words. The word book will be used to check for appropriate usage and correct spelling.

Content Standard: ELEMENTS OF LANGUAGE

Standard: *The student will use standard English conventions and proper spelling as appropriate to speaking and writing*

Alternate Learning Expectation (ALE): EL.1 *Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure*

Alternate Performance Indicator (API): EL.1.2 *Write from left to right and top to bottom*

Sample Activities:

- Given pegs and a pegboard, the student will place pegs into the correct hole, working from left to right and from top to bottom with hand-over-hand and touch prompts as needed. He/she will then remove the pegs, again working from left to right and from top to bottom.
- The student will practice writing left to right by drawing lines from left to right on a worksheet.
- Using a pencil or pen of choice, the student will write five sentences from left to right and top to bottom by beginning at a gold star placed in the top left corner of the paper.
- Beginning in the upper left corner, the student will trace dotted vertical and horizontal lines on a teacher-made worksheet.

Content Standard: ELEMENTS OF LANGUAGE

Standard: *The student will use standard English conventions and proper spelling as appropriate to speaking and writing*

Alternate Learning Expectation (ALE): EL.1 *Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure*

Alternate Performance Indicator (API): EL.1.3 *Write or verbalize first and last name*

Sample Activities:

- When asked his/her name, the student will say his/her first name.
- When asked his/her name, the student will say his/her first and last name.
- The student will trace the first letter of his/her first name with a magic marker.
- The student will trace his/her first name with a highlighter.
- The student will use colored chalk to imitate his/her first name after the teacher models it.
- The student will write his/her first name using a large adapted letter stamp (L) with hand-over-hand assistance.
- The student will use a finger to write his/her first name in cake icing.
- The student will write his/her first name on a library card.
- The student will use fabric paint to write his/her first name on a bookmark and decorate the bookmark.
- The student will write his/her first and last name on “pretend” checks in a vocational class.
- In the music room, the student will write his/her name on a sign-up sheet for chorus. Each week during practice, the students sign in before class begins so there is a record of their attendance in an after-school activity.

Content Standard: ELEMENTS OF LANGUAGE

Standard: *The student will use standard English conventions and proper spelling as appropriate to speaking and writing*

Alternate Learning Expectation (ALE): EL.1 *Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure*

Alternate Performance Indicator (API): EL.1.4 *Write or verbalize correct spelling of name*

Sample Activities:

- Given a box of chalk pastels and a sheet of art paper, the student will write his/her name in “bubble letters” and decorate the letters to make a banner.
- Given a piece of cardboard in the shape of an oval, the student will write the letters of his/her name vertically to make an Egyptian-style cartouche.
- Upon request from the teacher, the student will orally spell his/her first name.
- On wide-ruled notebook paper, the student will write a poem (with help as needed) in which each line begins with a letter of the student’s first name. The letters will be used in sequence. (Example: Mary – **M**idnight **A** black cat **R**uns across the yard with **Y**ellow-eyes.)
- Using a black pen, the student will complete the personal information section of a job application (name, address, and phone number only).

Content Standard: ELEMENTS OF LANGUAGE

Standard: *The student will use standard English conventions and proper spelling as appropriate to speaking and writing*

Alternate Learning Expectation (ALE): EL.1 *Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure*

Alternate Performance Indicator (API): EL.1.5 *Write 2-3 letter words*

Sample Activities:

- Given three letter tiles that spell a simple word, the student will arrange the tiles to form the word.
- On a piece of tablet paper with the word “car” written dotted lines, the student will trace each dotted word with the writing tool of choice.
- Given a piece of paper with the word “conservation” written on it, the student will make a list of 2- to 3-letter words made from the letters found in the word at the top of the page.
- The student will work in a work station with a peer. The peer will call out a 2- to 3-letter word, and the student will spell the word using letter tiles.

Content Standard: ELEMENTS OF LANGUAGE

Standard: *The student will use standard English conventions and proper spelling as appropriate to speaking and writing*

Alternate Learning Expectation (ALE): EL.1 *Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure*

Alternate Performance Indicator (API): EL.1.6 *Write subject-verb sentence*

Sample Activities:

- Given a list of words, the student will write basic subject-verb sentences on tablet paper.
- The student will complete a worksheet by circling only the subject-verb sentences.
- When a peer writes a noun (subject) on the chalkboard, the student will verbally supply an appropriate verb to create a subject-verb sentence. Then the student and the peer will trade roles. (The student will supply the noun, and the peer will supply the verb.)
- The student will be given Post-it notes with subjects and verbs (one word on each note). Additional Post-its with “The” and a period will also be provided. The student will use the Post-it notes to create a complete sentence of at least three words, correctly ordered (“The” + noun + verb + period = sentence).

Content Standard: ELEMENTS OF LANGUAGE

Standard: *The student will use standard English conventions and proper spelling as appropriate to speaking and writing*

Alternate Learning Expectation (ALE): EL.1 *Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure*

Alternate Performance Indicator (API): EL.1.7 *Capitalize first letter of a sentence*

Sample Activities:

- The student will imagine that he/she is on a spaceship traveling in outer space. Using writing paper and colored pencils, he/she will write four sentences (each beginning with a capital letter) about what he/she saw on this imaginary trip.
- The student will write sentences on the dry-erase board, changing all letters at the beginning of a sentence from lowercase letters to uppercase letters.
- Given a grease pencil and overhead transparencies, the student will correct and copy ten sample sentences for capitalization of the first letter.

Content Standard: ELEMENTS OF LANGUAGE

Standard: *The student will use standard English conventions and proper spelling as appropriate to speaking and writing*

Alternate Learning Expectation (ALE): EL.1 *Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure*

Alternate Performance Indicator (API): EL.1.8 *Use end mark in sentence to indicate completion of thought*

Sample Activities:

- Given five declarative sentences written on the board, all without ending punctuation, the student will correctly place a period at the end of each sentence.
- Given a teacher-made worksheet with five interrogative sentences, all without ending punctuation, the student will correctly place a question mark at the end of each sentence.
- The student will be given a cardboard rectangle with ten sentences written on it, all without ending punctuation. Ten clip clothespins will be provided, each marked with a punctuation mark appropriate for one of the sentences. The student will read each sentence and clip the correct punctuation mark (period, question mark, or exclamation point) to each sentence.
- Given a typed 5-sentence paragraph with no punctuation, the student will correctly place the periods.

Content Standard: ELEMENTS OF LANGUAGE

Standard: *The student will use standard English conventions and proper spelling as appropriate to speaking and writing*

Alternate Learning Expectation (ALE): EL.1 *Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure*

Alternate Performance Indicator (API): EL.1.9 *Spell high frequency words correctly*

Sample Activities:

- The student will be given a chart with the letters of the alphabet on it. When a peer calls out a word, the student will point to the letter it begins with.
- When a peer calls out a word, the student will verbally state the first letter of the word.
- Given a set of letter cards that can be arranged to spell a given word, the student will, upon request, arrange the letters to correctly spell the word.

Content Standard: ELEMENTS OF LANGUAGE

Standard: *The student will use standard English conventions and proper spelling as appropriate to speaking and writing*

Alternate Learning Expectation (ALE): EL.1 *Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure*

Alternate Performance Indicator (API): EL.1.10 *Arrange words in logical order to form sentences*

Sample Activities:

- The student and a peer will each be given ten word cards that can be combined to make a variety of simple sentences. They will take turns arranging their word cards into simple sentences.
- The student will be given a sentence strip cut into individual words. With a partner, the student will arrange the words to form a complete sentence.
- Given magnetic poetry words, the student will arrange the words to make a simple, free-verse poem.
- Given four boxes of words with each box containing words from a different part of speech, the student will select words from each box and arrange them in order to create complete sentences.
- The student will create and write sentences using the eight spelling words from this week's cooking class.
- The student and a peer will be presented with a word box and asked to make a sentence with the words in a logical order. The student and peer will share their sentence with each other and then with the rest of the class.
- The student will select two or three word cards to place beside certain environmental words shown to him/her in the Physical Education classroom. The student will try to form simple sentences with these combinations.

Content Standard: ELEMENTS OF LANGUAGE

Standard: *The student will use standard English conventions and proper spelling as appropriate to speaking and writing*

Alternate Learning Expectation (ALE): EL.1 *Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure*

Alternate Performance Indicator (API): EL.1.11 *Distinguish between complete and incomplete sentences*

Sample Activities:

- The teacher will say a series of phrases, some that are complete sentences and some that are not. The student will do “thumbs up” if the sentence is complete or “thumbs down” if it is not.
- The student will be given ten sentence strips, five of which are complete sentences and five of which are incomplete. The student will place the complete sentences in the pockets of a pocket chart.
- Given word cards that are color-coded for the various parts of speech, the student will arrange the cards into complete sentences or incomplete sentences as directed by the teacher.

Content Standard: ELEMENTS OF LANGUAGE

Standard: *The student will use standard English conventions and proper spelling as appropriate to speaking and writing*

Alternate Learning Expectation (ALE): EL.1 *Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure*

Alternate Performance Indicator (API): EL.1.12 *Write sentences using descriptors (e.g., adjectives and adverbs)*

Sample Activities:

- When the teacher names a noun, the student will verbally state five descriptive words about that noun.
- Given a list of ten verbs, the student will write an adverb that goes with each one.
- The student will participate in a game about adjectives and adverbs. The class will be divided into teams. Each team will be given a noun. The team that generates the most descriptive words for that noun wins.
- The student will play a game about adverbs. The class is divided into teams. The first player is verbally given a verb. He/she must act out that verb in as many ways as he/she can think of. The other players on his/her team will name as many adverbs as they can that fit the student's enactment.

Content Standard: ELEMENTS OF LANGUAGE

Standard: *The student will use standard English conventions and proper spelling as appropriate to speaking and writing*

Alternate Learning Expectation (ALE): EL.1 *Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure*

Alternate Performance Indicator (API): EL.1.13 *Use correct capitalization (e.g., first and last names, pronoun “I”, proper nouns)*

Sample Activities:

- Given a science worksheet, the student will circle all of the capital letters on the worksheet.
- The student will use a highlighter in the color of his/her choice to highlight the capital letters in a one-page photocopied story.
- Using correct capitalization, the student will write five sentences using proper nouns.
- The student will complete a worksheet that involves correcting capitalization errors in a sample paragraph with ten proper nouns and three occurrences of the pronoun “I.”

Content Standard: ELEMENTS OF LANGUAGE

Standard: *The student will use standard English conventions and proper spelling as appropriate to speaking and writing*

Alternate Learning Expectation (ALE): EL.1 *Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure*

Alternate Performance Indicator (API): EL.1.14 *Use correct punctuation at the end of declarative, interrogative, and exclamatory sentences*

Sample Activities:

- After listening to a whole-class oral language lecture about punctuation, the student will correct five sentences by putting the correct punctuation at the end of each. Then he/she will write one declarative sentence, one interrogative sentence, and one exclamatory sentence, each with correct ending punctuation.
- Ten sentences will be read aloud to the student. The sentences will be of various types (declarative, interrogative, and exclamatory). Using a “Go-Talk” that has the various punctuation marks on it, the student will tell the teacher what the ending punctuation should be.
- The student will play a teacher-made board game based on *Shutes and Ladders*. Player 1 will draw a card with a punctuation mark on it. If the player is able to say a sentence that should end with that punctuation mark, the student gets to roll a die and move his/her piece forward.

Content Standard: ELEMENTS OF LANGUAGE

Standard: *The student will use standard English conventions and proper spelling as appropriate to speaking and writing*

Alternate Learning Expectation (ALE): EL.1 *Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure*

Alternate Performance Indicator (API): EL.1.15 *Combine two or more related sentences to create a paragraph*

Sample Activities:

- The student will be two given sentence strips, each with a sentence that is related to the other. The students will put the two sentences in the most effective order.
- The student will write a sentence. When the teacher asks a guiding question, such as “And then what happened?” or “What did he do when he knocked over the trash can?” the student will write an additional sentence that answers that question.

Content Standard: ELEMENTS OF LANGUAGE

Standard: *The student will use standard English conventions and proper spelling as appropriate to speaking and writing*

Alternate Learning Expectation (ALE): EL.1 *Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure*

Alternate Performance Indicator (API): EL.1.16 *Identify and/or use appropriate verb tense*

Sample Activities:

- The student will be given a happy face mask and a sad face mask. The teacher will say a sentence. If the sentence has the correct verb tense student holds up the happy face mask. If the sentence has an incorrect verb tense, the student holds up the sad face mask.
- The student and a peer will sit across from each other. When the peer says a sentence with correct verb tense, the student will say a related sentence in the same verb tense.

Content Standard: ELEMENTS OF LANGUAGE

Standard: *The student will use standard English conventions and proper spelling as appropriate to speaking and writing*

Alternate Learning Expectation (ALE): EL.1 *Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure*

Alternate Performance Indicator (API): EL.1.17 *Use basic pronouns correctly*

Sample Activities:

- Given a one-page, typed paragraph with incorrect usage of pronouns, the student will circle the pronouns that are incorrect.
- Given index cards with nouns and proper nouns that could correctly be replaced with pronouns and clothespins marked with corresponding pronouns, the student will clip the correct pronoun to the noun or pronoun it could replace.

Content Standard: ELEMENTS OF LANGUAGE

Standard: *The student will use standard English conventions and proper spelling as appropriate to speaking and writing*

Alternate Learning Expectation (ALE): EL.1 *Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure*

Alternate Performance Indicator (API): EL.1.18 *Use punctuation to clarify meaning (e.g., commas in series, dates, numbers, addresses)*

Sample Activities:

- A peer will write a series of words on the board. The student will separate the words in the series with commas.
- Given a list of ten dates, the student will correctly place the commas in the dates.